



POLICY INSIGHTS

THE DIGITALISATION OF EDUCATION



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ABOUT THE PROJECT

NORRAG's work on the digitalisation of education aims to surface fresh analytical perspectives and under-represented expertise about digitalisation and its consequences for education globally. Despite resurgent interest in technology in education research, policy, planning and practice, many areas that are critical to understanding the challenges as well as the benefits of the ongoing digitalisation of education remain understudied, and the evidence that does exist remains under-shared.

This publication developed from an ongoing collaboration with the United Nations Special Rapporteur on the Right to Education that aimed to inform her 2022 report: *The impact of the digitalisation of education on the right to education*. NORRAG convened a nine-month multi-disciplinary expert consultation process that mobilised and distilled learning for education policy and practice from critical and under-represented research and evidence, including from the Global South. This collection shares short pieces authored by participating experts, who provide profound yet digestible insights about the digitalisation of education and its consequences for learners, communities, practitioners and policy makers, and trace future pathways for change and transformation.

More information: www.norrag.org/digitalisation-of-education

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We are deeply grateful for the time, energy and insight of all of the experts who contributed to the consultation process on the digitalisation of education. Equally, we would like to thank all those who worked on the expert consultation process and the production of this publication. A full list of all those who took part is available online [here](#).

In particular, the efforts of Guillaume Dumas, Cristiano Nabuco de Abreu and Serge Tisseron in helping us explore a research gap at the intersection of digital education and health is greatly appreciated.

ABOUT THE AUTHORS

A full list of the 24 experts who contributed to this publication, including their biographies, is included at the end of this publication. This publication is edited and introduced by Anna Numa Hopkins, Policy Engagement Lead at NORRAG, and Moira V. Faul, Executive Director at NORRAG. A foreword to the publication is provided by Koumbou Boly Barry, the United Nations Special Rapporteur on the Right to Education.

ABOUT NORRAG

NORRAG is a global network of 5,000 members for international policies and cooperation in education and training. NORRAG is an offshoot of the Research, Review, and Advisory Group (RRAG) established in 1976 and at the time funded by the International Development Research Centre (IDRC) and Swedish International Development Authority (Sida). It was charged with critically reviewing and disseminating education research related to the developing world. The current name was adopted in 1986.

NORRAG's strength lies in addressing under-researched questions of quality and equity in key issues in education and development, and in amplifying under-represented expertise particularly from the South. NORRAG's core mandate is to produce, disseminate and broker critical knowledge and to build capacity for and with the wide range of stakeholders who constitute our network. Our stakeholders from academia, governments, NGOs, international organizations, foundations and the private sector inform and shape education policies and practice at national and international levels. Through our work, NORRAG contributes to creating the conditions for more participatory, evidence-informed decisions that improve equal access to and quality of education and training.

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